# How Education Is Playing A Crucial Role in The Integration and Settlement Process of Refugees and Migrants Coming from MENA Region into The European Countries? (IJMCER)

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**ABSTRACT :** In the previous year's European countries started receiving immense number of migrants and refugees from MENA region due to different reasons. One of these reasons is the Syrian conflict which started in 2011, other people came to search for job opportunities and a part of them left their home countries to continue their education path. Those reasons were fair enough to let migrants and refugees leave their home countries. In this period the European countries weren't prepared to welcome this influx of refugees and migrants specially for the children and youth who left their schools and moved to another country. Those were the most vulnerable group among the refugees and migrants since they faced barriers in integrating into the host countries. In our article we will be focusing on how host countries assist refugees and youth migrants through education in order to integrate in the host counties by using Pearson's chi-square which is a test of dependence for analyzing the relationship between two variables (education and integration).

**KEYWORDS :** Education, Host countries, Integration, Migrants, Refugees

## I. INTRODUCTION

The term incorporation or integration refers to the settlement process, engagement with the host community, and immigration-following social change. Refugees and migrants usually search for a secure location for themselves from the moment they arrive in a host community. They are usually looking to find a home, jobs and wages, schools for their children, and access to health facilities. In return the host countries are affected by welcoming the migrants and refugees in terms of demographic of the population are changing and new structures are evolving to meet the political, social, and cultural needs of immigrants. Studies had shown that refugees were experiencing lack of confidence, lack of finding suitable opportunities for schooling, and general concern over their long-term safety and security (UNHCR 2016) [1]. Other reports also documented unique obstacles for refugee women around education and integration. (Razee, Watkins and Richters, 2012) [2] analyzed factors affecting the education, engagement and achievement of Burmese Karen refugee women in Australia in the English language. Mainly refugees and migrant integration is a political issue which is still debatable until now, as integration ranges across the reason. And when talking about integration it spans a wide scope including economic, social, political, legal, human and administrative elements" (Castles, Korac, Vasta, & Vertovec, 2002) [3].

It is well known that European countries started welcoming refugees, migrants while each of them was accepting a specific number of newcomers and this highly depends on their financial, social, economic and political situation for each region. Sweden was one of the countries who accepted a large number of immigrants since it was one of the first countries that settled the integration policies and some literature about integration of Sweden showed that  Swedish integration policies have shifted from a focus on ethnic groups to individuals, particularly in the sense of relationships with individual workers and with business and social structures to promote incorporation. Highly formalized, hierarchical engagement was coordinated for immigrants in the city starting in the 1970s through 'official ethnicities' and consistent top-down and unified policies (Soysal, 1994) [4]. Integration requires not just global, regional and local initiatives'Authorities, but still a stronger devotion by the host nation and the host communities (Garc´es-Mascareñas and Penninx, 2016: 2) [5].  In order to get a deeper investigation regarding the issue of integration and education. We conducted an online survey which was distributed online, consisting of 32 questions, where we only extracted the questions that are related to education and integration in order to manifest what are the complications that the asylum seekers faced and how education played a role in the migrants and refugees' integration.

Due to the COVID pandemic the survey was distributed online on different social media platforms and been sent to refugees and youth migrants living in Europe such as Romania, Germany, Sweden, France and other

European countries. In the next section we will be presenting the literature review about the education and integration. Following the literature review we will be introducing the statistical method used in this article and discussing the results.

## II. LITERATURE REVIEW

In recent years, refugee numbers have risen dramatically, and finding options for their effective integration has become more for several countries worldwide, an urgent and difficult challenge. 258 million in 2017, including 25.9 million migrants and asylum seekers around the world (Migration Agency, 2018; United Nations, 2017) [6]. During the latest refugee crisis, the influx of an enormous number of asylum seekers has prompted many European nations to under substantial pressure. Despite calls for an EU-wide asylum scheme to be set up to help distribute asylum seekers more equally, asylum (refugee) policy remains a national policy within Member States, relieving the unequal pressure faced by some nations. Nonetheless, all EU Member States are signatories of the United Nations Refugee Protocol of 1967 and thus agree to minimum requirements for the protection of asylum seekers and refugees, including the concept of non-refoulement, which forbids the removal of those populations to areas where their liberties are endangered (UNHCR, 2010) [7]. Sweden was one of the most known European countries who welcomed a huge number of refugees since the refugee crisis in 2015, the highest per capita asylum seekers in the world were drawn to refugees and attracted the most asylum seekers per capita. During this period the policy change in 2016, which made it very difficult to obtain permanent residency status and family reunification, resulted in a sharp drop in applications for asylum and grants (Skodo, 2018) [8]. While the flow of the newcomers into the European countries is increasing there was a visible pressure on the host communities and the refugees.

Loads of migrants started facing numerous numbers of barriers such as language barrier, finding job opportunities, discrimination, no access to public health services, and feeling insecure. The host communities started thinking of settling special education programs in schools specially for youths in order to let them integrate and engage faster in the new societies, since schools will be playing a crucial role in developing their mental health (Rousseau & Guzder, 2008) [9], (Fazel, Garcia, & Stein, 2016) [10]. (Crosnoe, Johnson, & Elder, 2004) [11], (Pastoor, 2015) [12], (O'Shea, Hodes, Down, & Bramley, 2000) [13], (Bennouna et al., 2019) [14]. Refugee education plays a vital role in helping them to develop stability and to deal with the trauma of refugee and migration encounters. Childhood educators point out, based on their experience in this area, that schooling aims to enable refugees to adapt into their new world and to transcend their traumatic experiences (Save the children, 2018, pp. 4–7; Goodman, Vesely, Letiecq & Cleaveland, 2017) [15].When the asylum seekers and migrants have access to the education programs and schools will be able to provide with a protective environment to feel safe specially for youths which are the most vulnerable group among the new comers, will have more chance to integrate faster in the host communities. In addition to the feeling of settlement and security in the new communities which enables them to create social relations with different groups among the society.

Taking also into consideration the psychological approach of these groups will be easily affected by any negative circumstances happen around them. Besides the educational programs, there are another barrier the refugees and migrants face which is also to be considered as common barrier among the European countries is the language barrier. Language can be considered one of the factors that builds a barrier between the people and the integration into the host counties. In this case, the host countries should be fully prepared taking into consideration this topic is an essential one and can't be avoided, especially when the number of refugees and migrants are increasing in a specific country. Another important aspect that the host countries should be taking into consideration is the legal status of the students and migrants, this should not be a barrier for them of not having access to educational programs or even entering the school taking into consideration their situation.

Due to the lack of literature review on this topic we tried in our article to focus on the barriers that asylum seekers and migrants are facing when moving to another European country especially in the educational field and the access to educational programs. In our paper we used the Pearson's Chi-square test which is used to analyses the relationship between 2 variables. In the following section we will be presenting the statistical method used, addition to the discussion and interpretation.

## III. STATISTICAL METHODS AND ANALYSIS

This research work has been carried out to investigate if there exist any relationship of factors like gender, age, current country of stability, nationality and year in Europe with attending language and cultural classes provided by state or integration programs by NGOs. For this purpose, a sample of 308 respondents has been used and

analyzed using SPSS. The statistical method used for this analysis is Pearson's chi-square which is a test of dependence for analyzing the relationship between 2 variables.

**Main reasons for leaving the country of origin:** The respondents were asked to report on main reason of leaving their origin country. This was a multiple response question and users were allowed to choose as many options as they feel are appropriate for them. For the table, we can see that 63 (11.7%) respondents reported that they left their origin country for family reunification, 114 (21.2%) respondents left their country because they wanted to move for higher education, 54 (10.0%) respondent left their country due to their economic status, 76 (14.1%) left their country due to the political status in their country, 159 (29.5%) left their country due to war, 3 (0.6%) left their country as they were facing discrimination, 3 (0.6%) left their country due to health status, 15 (2.8%) left their country as they had work abroad, 12 (2.2%) left their country as they were facing racism and 40 (7.4%) left their country due to human rights violation, as seen in table 1:

| Main reason for leaving the country of origin | | |
|---|---|---|
| **Reason** | **Frequency** | **Percentage** |
| Family Reunification | 63 | 11.7% |
| Education | 114 | 21.2% |
| Economic status | 54 | 10.0% |
| Political Status | 76 | 14.1% |
| War | 159 | 29.5% |
| Discrimination | 3 | 0.6% |
| Health Status | 3 | 0.6% |
| Work | 15 | 2.8% |
| Racism | 12 | 2.2% |
| Human Right Violation | 40 | 7.4% |

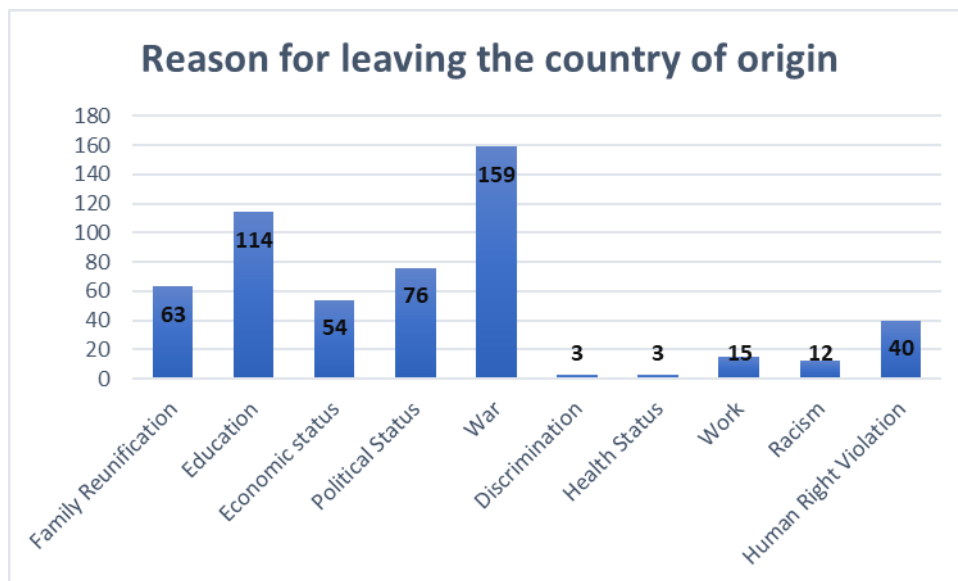Table1: Main reason for leaving the country of origin



Figure1: Reason for leaving the country of origin

Barriers faced when came to Romania/ Europe: The respondents were asked about the barriers that they faced when they came to Romania/ Europe. This question was also a multiple response question and respondents were allowed to choose more than one option. The table shows that 165 (22.4%) respondents reported that language and communication was barrier for them when they moved to Europe. 115 (15.6%) reported that they faced difficulty in finding an affordable house to live in, 96 (13.1%) reported that they faced racism and discrimination when they moved, 47 (6.4%) reported that distance and lack of communication with their family in the home country was a problem for them as obviously they were not able to visit them frequently, 64 (8.7%) reported that getting separated from family was a problem for them, 91 (12.4%) said that they faced financial difficulties, 83 (11.3%) faced difficulty in finding the good jobs for themselves, 26 (3.5%) faced the problems

regarding community attitude, 12 (1.6%) went through ongoing mental health due to trauma, 10 (1.4%) had a difficulty due to interrupted education and schooling, 5 (0.7%) reported that they faced no barriers and 21 (2.9%) said that they do not know if they faced any issues.

| Barriers faced by the respondents when they moved to Romania/Europe | | |
|---|---|---|
| Barriers | Frequency | Percentage |
| Language and Communication barriers | 165 | 22.4% |
| Difficulty in finding affordable housing | 115 | 15.6% |
| Racism and Discrimination | 96 | 13.1% |
| Distance and lack of communication | 47 | 6.4% |
| Separation from family members | 64 | 8.7% |
| Financial Difficulties | 91 | 12.4% |
| Finding Job Opportunities | 83 | 11.3% |
| Community attitude | 26 | 3.5% |
| I do not know | 21 | 2.9% |
| Ongoing mental health due to trauma | 12 | 1.6% |
| Impact of disrupted education on schooling | 10 | 1.4% |
| No Barriers | 5 | 0.7% |

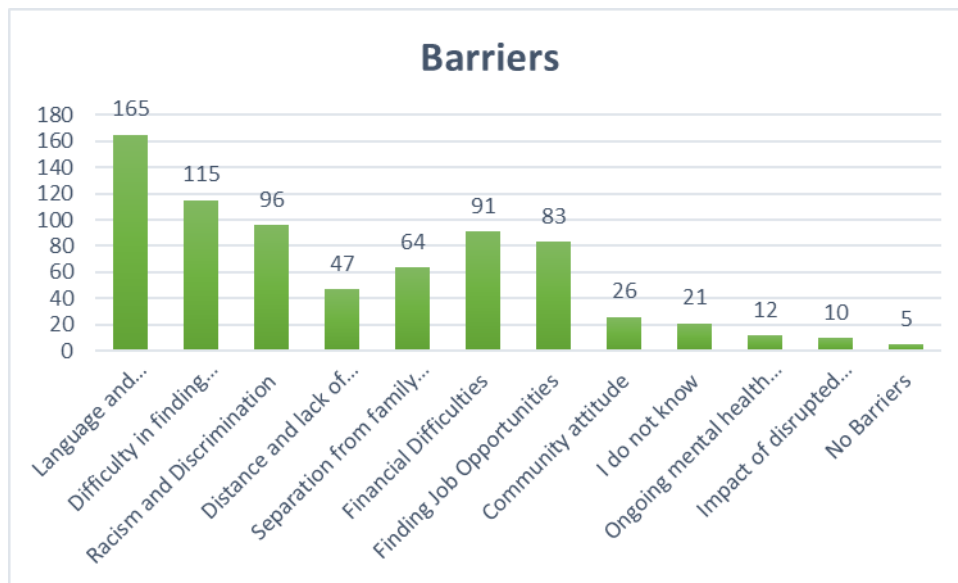Table 2: Barriers faced by the respondents when they moved to Romania/Europe



Figure 2: Barriers

**Kinds of difficulties faced while learning the country's native language:** The respondents were asked what kind of difficulties they faced while learning the countries' native language. The respondents were allowed to select more than one suitable option. 172 (44.6%) reported that they faced no difficulties in learning the native language. 25 (6.5%) respondents said that the cost of learning language was too high. 44 (11.4%) said that they were not motivated to learn the language, 30 (7.8) said that they faced problem in learning the language due to bad teaching methods, 32 (8.3%) said that learning language was too boring for them, 33 (8.5%) faced issues due to inadequate teaching materials, 15 (3.9%) reported that they had no idea about how to attend the language classes, 12 (3.1%) said that they were too busy and had no time to attend the classes and 23 (6.0%) did not know or they had no answer to the question.

| Kinds of difficulties faced while learning the country's native language | | |
|---|---|---|
| **Reason** | **Frequency** | **Percentage** |
| I have no difficulties to learn the native language | 172 | 44.6% |
| It costs too much | 25 | 6.5% |
| I am not enough motivated | 44 | 11.4% |
| Bad teaching methods | 30 | 7.8% |
| Boring | 32 | 8.3% |
| inadequate teaching materials | 33 | 8.5% |
| I have no information about how to attend language classes | 15 | 3.9% |
| I have no time to study | 12 | 3.1% |
| I dont know/no answer | 23 | 6.0% |

Table 3: Kinds of difficulties faced while learning the country's native language
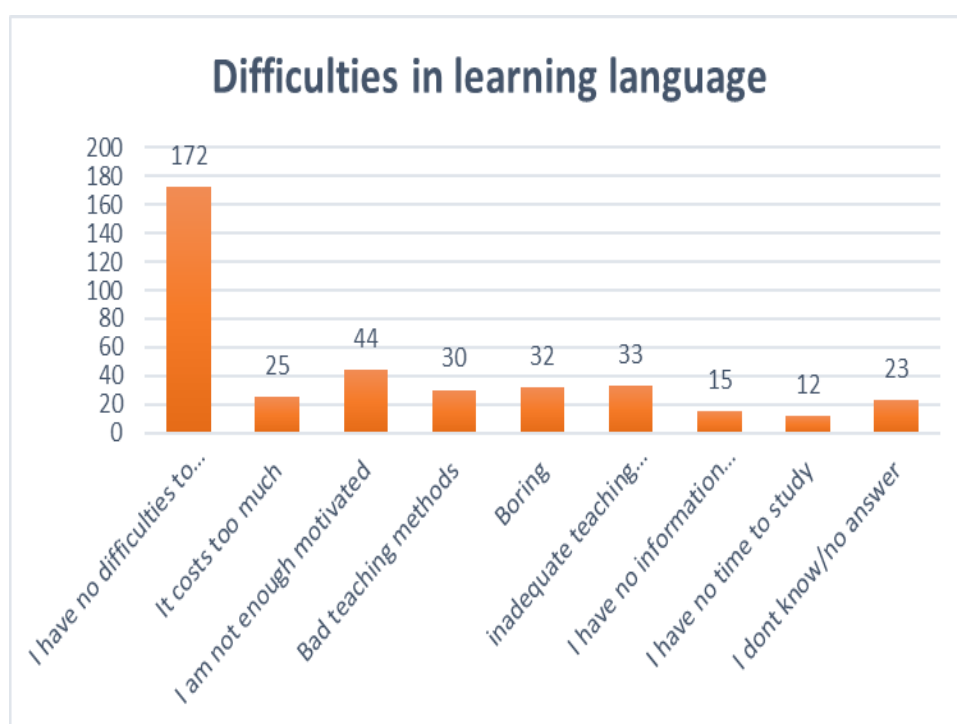


Figure 3: Difficulties in leaning language

Now we will move on to the next subsection with the research analysis using Pearson's chi-square that will be showing us the relation between 2 variables.

**Pearson's Chi-Square**
**Gender :** The cross tabulation table shows that there were a total number of 308 respondents who were asked if they have attended any language or cultural classes provided by the state or through integration projects by NGOs. Out of 308 respondents, 138 answered 'yes', 149 answered 'no', 7 did not answer the question and 14 had started the classes but they did not finish. Out of 138 respondents who attend the language and cultural classes, 65 (47.1%) were male while 73 (52.9%) were females. Out of 149 respondents who did not attend any language or cultural classes, 67 (45.0%) were male while 82 (55.0%) were females. Out of 7 respondents who did not answer the question, 3 (42.9%) were male while 4 (57.1%) were females. Out of 14 respondents who have started a classes but did not finished, 4 were male and 10 were female.

| Gender * Integration Cross tabulation | | | | | |
|---|---|---|---|---|---|
| | Integration | | | | Total |
| | Yes | No | I don't know/no | I have started but did not | |

| | | | | | answer | finish | |
|---|---|---|---|---|---|---|---|
| Gender | Male | Count | 65 | 67 | 3 | 4 | 139 |
| | | % within Integration | 47.1% | 45.0% | 42.9% | 28.6% | 45.1% |
| | Female | Count | 73 | 82 | 4 | 10 | 169 |
| | | % within Integration | 52.9% | 55.0% | 57.1% | 71.4% | 54.9% |
| Total | | Count | 138 | 149 | 7 | 14 | 308 |
| | | % within Integration | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table 4: Gender * Integration Cross tabulation

The chi-square test results show that the value of Pearson's Chi square is 1.783 and p-value is 0.619 which is greater than 0.05 (pre-determined level of significance). So, we conclude that the two variable gender and attending language and cultural classes are not associated with each other. This means that attending any kind of language and cultural classes is not dependent on the gender.

Table 5: Chi-Square Tests

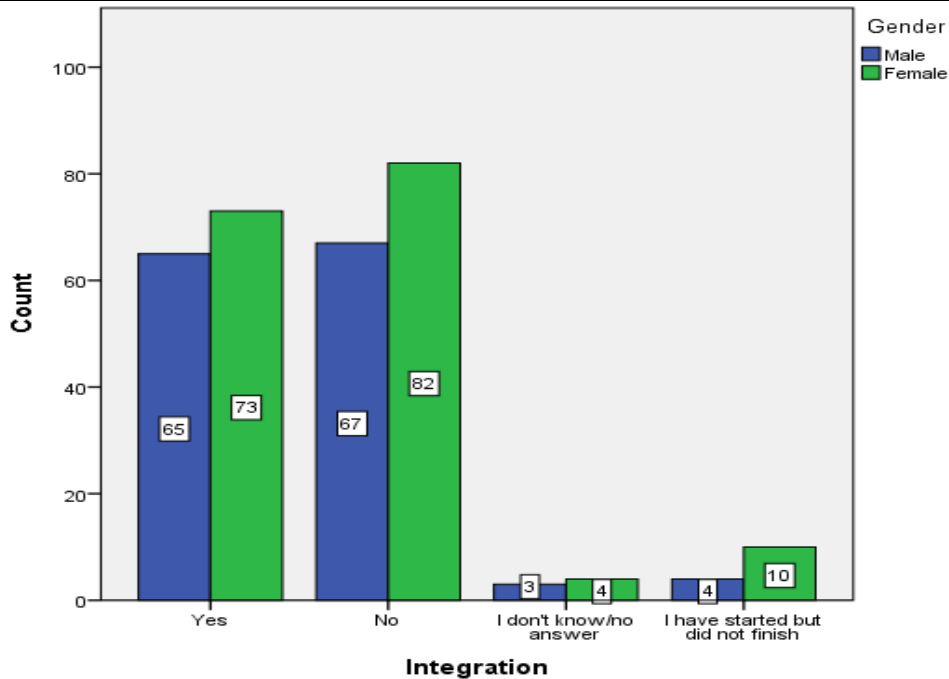| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 1.783a | 3 | .619 |
| Likelihood Ratio | 1.850 | 3 | .604 |
| Linear-by-Linear Association | 1.365 | 1 | .243 |
| N of Valid Cases | 308 | | |
| a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.16. | | | |



Figure 4: Integration related to gender

3.2.2, Age The following cross tabulation shows the distribution of respondents for attending any language or cultural classes with respect to age groups. The results indicate that 138 respondents answered 'Yes', 149 answered 'No', 7 did not answer the question and 14 had started the classes but did not finish them. Out of 138 respondents who attended the classes, 28 (20.3%) were from the age group 11-20 years, 92 (66.7%) were from the age group 21-30 years, 12 (8.7%) were from the age group 31-40 years, 5 (3.6%) were from the age group 41-50 years and only 1 (0.7%) respondent was from age group 51-60 years. Out of 149 respondents who never attended the classes, 28 (18.8%) were from the age group 11-20 years, 107 (71.8%) were from the age group 21-

30 years, 10 (6.7%) were from the age group 31-40 years, 3 (2.0%) were from the age group 41-50 years and only 1 (0.7%) respondent was from age group 51-60 years. Out of 7 respondents who did not answer the question, 1 (14.3%) were from the age group 11-20 years, 5 (71.4%) were from the age group 21-30 years and 1 (14.3%) were from the age group 31-40 years Out of 14 respondents who started the classes but did not finish them, 3 (21.4%) were from the age group 11-20 years, 9 (64.3%) were from the age group 21-30 years and 2 (14.3%) were from the age group 31-40 years

| Age * Integration Cross tabulation | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Integration | | | | Total |
| | | | Yes | No | I don't know/no answer | I have started but did not finish | |
| Age | 11-20 years | Count | 28 | 28 | 1 | 3 | 60 |
| | | % within Integration | 20.3% | 18.8% | 14.3% | 21.4% | 19.5% |
| | 21-30 years | Count | 92 | 107 | 5 | 9 | 213 |
| | | % within Integration | 66.7% | 71.8% | 71.4% | 64.3% | 69.2% |
| | 31-40 years | Count | 12 | 10 | 1 | 2 | 25 |
| | | % within Integration | 8.7% | 6.7% | 14.3% | 14.3% | 8.1% |
| | 41-50 years | Count | 5 | 3 | 0 | 0 | 8 |
| | | % within Integration | 3.6% | 2.0% | 0.0% | 0.0% | 2.6% |
| | 51-60 years | Count | 1 | 1 | 0 | 0 | 2 |
| | | % within Integration | 0.7% | 0.7% | 0.0% | 0.0% | 0.6% |
| Total | | Count | 138 | 149 | 7 | 14 | 308 |
| | | % within Integration | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table 6: Age * Integration Cross tabulation

The chi-square test results show that the value of Pearson's Chi square is 3.390 and p-value is 0.992 which is greater than 0.05 (pre-determined level of significance). So, we conclude that the two variable age and attending language and cultural classes are not associated. This means that attending any kind of language and cultural classes is not dependent on any age group.

Table 7: Chi-Square Tests

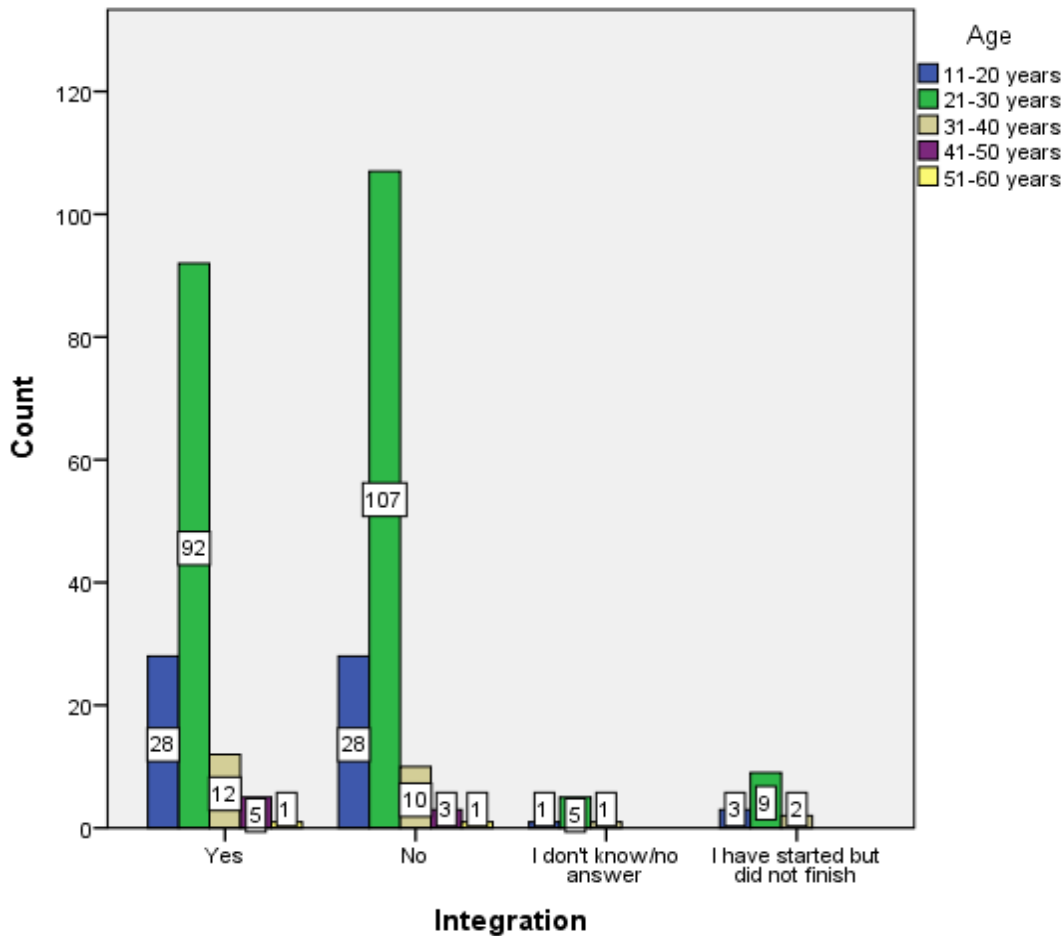| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 3.390a | 12 | .992 |
| Likelihood Ratio | 3.873 | 12 | .986 |
| Linear-by-Linear Association | .154 | 1 | .695 |
| N of Valid Cases | 308 | | |
| a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .05. | | | |

Figure 4: Integration related to age

**Nationality :** The following cross tabulation shows the distribution of respondents for attending any language or cultural classes with respect to nationality. The results indicate that 138 respondents answered 'Yes', 149 answered 'No', 7 did not answer the question and 14 had started the classes but did not finish them. Out of 138 respondents who attended the classes, 3 (2.2%) were Europeans while 135 (97.8%) were non-Europeans. Out of 149 respondents who never attended the classes, 3 (2.0%) were Europeans while 146 (98.0%) were non-Europeans. Out of 7 respondents who did not answer the question, all of them (100.0%) were non-Europeans. Out of 14 respondents who started the classes but did not finish them, all of them (100.0%) were non-Europeans.

| Nationality * Integration Cross tabulation | | | Integration | | | | Total |
|---|---|---|---|---|---|---|---|
| | | | Yes | No | I don't know/no answer | I have started but did not finish | |
| Nationality | Europeans | Count | 3 | 3 | 0 | 0 | 6 |
| | | % within Integration | 2.2% | 2.0% | 0.0% | 0.0% | 1.9% |
| | Non Europeans | Count | 135 | 146 | 7 | 14 | 302 |
| | | % within Integration | 97.8% | 98.0% | 100.0% | 100.0% | 98.1% |
| Total | | Count | 138 | 149 | 7 | 14 | 308 |
| | | % within Integration | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table 8: Nationality * Integration Cross tabulation

The chi-square test results show that the value of Pearson's Chi square is 0.457 and p-value is 0.928 which is greater than 0.05 (pre-determined level of significance). So, we conclude that the two variable nationality and attending language and cultural classes are not associated. This means that attending any kind of language and cultural classes is not dependent on any nationality.

Table 9: Chi-Square Tests

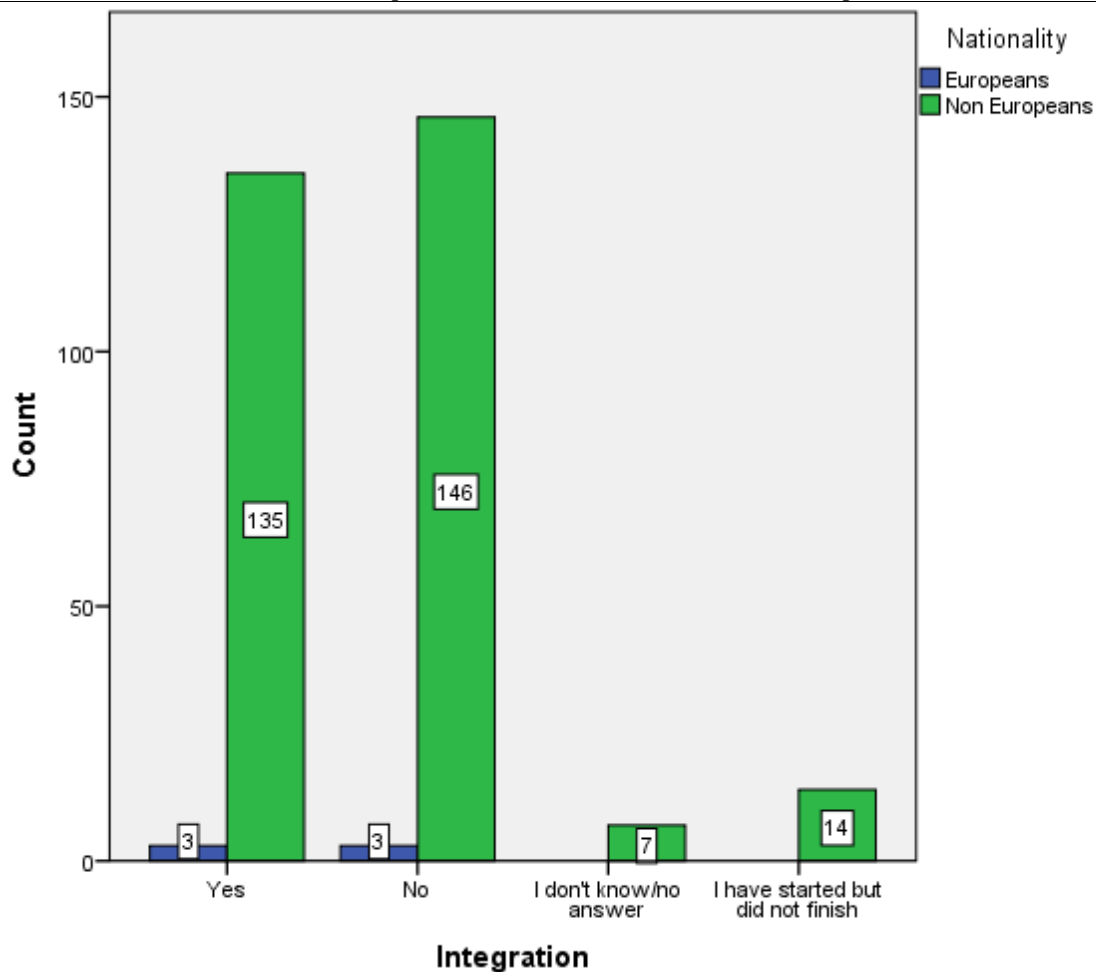| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | .457a | 3 | .928 |
| Likelihood Ratio | .865 | 3 | .834 |
| Linear-by-Linear Association | .309 | 1 | .578 |
| N of Valid Cases | 308 | | |
| a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .14. | | | |



Figure 5: Integration related to nationality

**Years in Europe :** The following cross tabulation shows the distribution of respondents for attending any language or cultural classes with respect to years in Europe. The results indicate that 138 respondents answered 'Yes', 149 answered 'No', 7 did not answer the question and 14 had started the classes but did not finish them. Out of 138 respondents who attended the classes, 5 (3.6%) were living in Europe since less than a year, 19 (13.8%) were living in Europe from 1-2 years, 78 (56.5%) were living in Europe from 3-5 years, 27 (19.6%) were living in Europe from 6-8 years, 4 (2.9%) were living in Europe from 9-10 years and 5 (3.6%) were living in Europe from more than 10 years. Out of 149 respondents who never attended the classes, 5 (3.4%) were living in Europe since less than a year, 24 (16.1%) were living in Europe from 1-2 years, 65 (43.6%) were living

in Europe from 3-5 years, 27 (18.1%) were living in Europe from 6-8 years, 6 (4.0%) were living in Europe from 9-10 years and 22 (14.8%) were living in Europe from more than 10 years. Out of 7 respondents who did not answer the question, 4 (57.1%) were living in Europe from 3-5 years and 3 (42.9%) were living in Europe from more than 10 years. Out of 14 respondents who started the classes but did not finish them, 2 (14.3%) were living in Europe since less than a year, 3 (21.4%) were living in Europe from 1-2 years, 7 (50.0%) were living in Europe from 3-5 years and 2 (14.3%) were living in Europe from 6-8 years.

| | | | Integration | | | | Total |
|---|---|---|---|---|---|---|---|
| | | | Yes | No | I don't know/no answer | I have started but did not finish | |
| Years in Europe | Less than 1 year | Count | 5 | 5 | 0 | 2 | 12 |
| | | % within Integration | 3.6% | 3.4% | 0.0% | 14.3% | 3.9% |
| | 1-2 years | Count | 19 | 24 | 0 | 3 | 46 |
| | | % within Integration | 13.8% | 16.1% | 0.0% | 21.4% | 14.9% |
| | 3-5 years | Count | 78 | 65 | 4 | 7 | 154 |
| | | % within Integration | 56.5% | 43.6% | 57.1% | 50.0% | 50.0% |
| | 6-8 years | Count | 27 | 27 | 0 | 2 | 56 |
| | | % within Integration | 19.6% | 18.1% | 0.0% | 14.3% | 18.2% |
| | 9-10 years | Count | 4 | 6 | 0 | 0 | 10 |
| | | % within Integration | 2.9% | 4.0% | 0.0% | 0.0% | 3.2% |
| | More than 10 years | Count | 5 | 22 | 3 | 0 | 30 |
| | | % within Integration | 3.6% | 14.8% | 42.9% | 0.0% | 9.7% |
| Total | | Count | 138 | 149 | 7 | 14 | 308 |
| | | % within Integration | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

*Years in Europe * Integration Cross tabulation*

Table 10: Years in Europe * Integration Cross tabulation

The chi-square test results show that the value of Pearson's Chi square is 29.407 and p-value is 0.014 which is less than 0.05 (pre-determined level of significance). So, we conclude that the two variable Years in Europe and attending language and cultural classes are associated with each other. This means that attending any kind of language and cultural classes is dependent on the years one is living in Europe.

Table 11: Chi-Square Tests

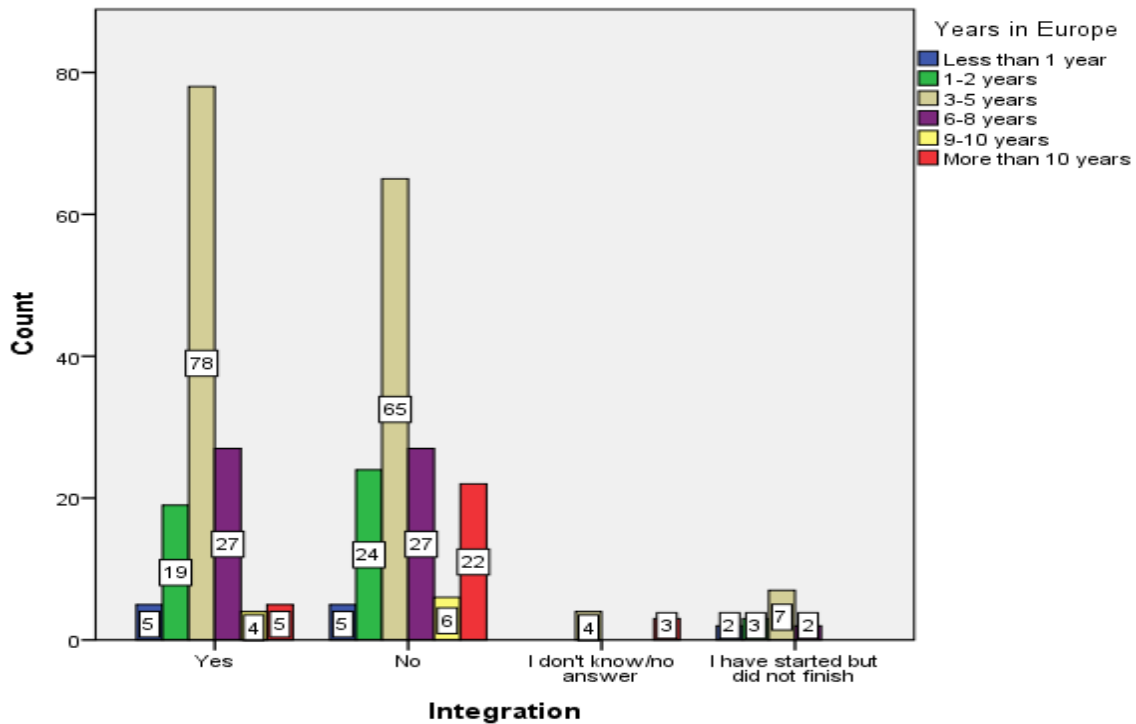| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 29.407a | 15 | .014 |
| Likelihood Ratio | 29.935 | 15 | .012 |
| Linear-by-Linear Association | .438 | 1 | .508 |
| N of Valid Cases | 308 | | |
| a. 13 cells (54.2%) have expected count less than 5. The minimum expected count is .23. | | | |

Figure 5: Integration related to years in Europe

**Current country of stability :** The following cross tabulation shows the distribution of respondents for attending any language or cultural classes with respect to current country of stability. The results indicate that 138 respondents answered 'Yes', 149 answered 'No', 7 did not answer the question and 14 had started the classes but did not finish them. Out of 138 respondents who attended the classes, 1 (0.7%) were settled in Austria, 8 (5.8%) were settled in Belgium, 1 (0.7%) were settled in Czech Republic, 4 (2.9%) were settled in France, 30 (21.7%) were settled in Germany, 2 (1.4%) were settled in Holland, 47 (34.1%) were settled in Romania, 37 (26.8%) were settled in Sweden, 5 (3.6%) were settled in Turkey, 3 (2.2%) were settled in United Kingdom. Out of 149 respondents who never attended the classes, 3 (2.0%) were settled in Austria, 6 (4.0%) were settled in Belgium, 2 (1.3%) were settled in Cyprus, 4 (2.7%) were settled in France, 44 (29.5%) were settled in Germany, 1 (0.7%) were settled in Holland, 1 (0.7%) were settled in Italy, 65 (43.6%) were settled in Romania, 19 (12.8%) were settled in Sweden, 2 (1.3%) were settled in Turkey, 1 (0.7%) were settled in United Kingdom. Out of 7 respondents who did not answer the question, 1 (14.3%) were settled in Belgium, 1 (14.3%) were settled in Czech Republic, 5 (71.4%) were settled in Romania. Out of 14 respondents who started the classes but did not finish them, 1 (7.1%) were settled in Belgium, 6 (42.9%) were settled in Germany, 3 (21.4%) were settled in Romania and 4 (28.6%) were settled in Sweden.

| Current country of stability * Integration Cross tabulation | | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | | Integration | | | | |
| | | | Yes | No | I don't know/no answer | I have started but did not finish | |
| Current country of stability | Austria | Count | 1 | 3 | 0 | 0 | 4 |
| | | % within Integration | 0.7% | 2.0% | 0.0% | 0.0% | 1.3% |
| | Belgium | Count | 8 | 6 | 1 | 1 | 16 |
| | | % within Integration | 5.8% | 4.0% | 14.3% | 7.1% | 5.2% |
| | Cyprus | Count | 0 | 2 | 0 | 0 | 2 |
| | | % within Integration | 0.0% | 1.3% | 0.0% | 0.0% | 0.6% |
| | Czech | Count | 1 | 0 | 1 | 0 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Republic | % within Integration | 0.7% | 0.0% | 14.3% | 0.0% | 0.6% |
| | France | Count | 4 | 4 | 0 | 0 | 8 |
| | | % within Integration | 2.9% | 2.7% | 0.0% | 0.0% | 2.6% |
| | Germany | Count | 30 | 44 | 0 | 6 | 80 |
| | | % within Integration | 21.7% | 29.5% | 0.0% | 42.9% | 26.0% |
| | Holland | Count | 2 | 1 | 0 | 0 | 3 |
| | | % within Integration | 1.4% | 0.7% | 0.0% | 0.0% | 1.0% |
| | Italy | Count | 0 | 1 | 0 | 0 | 1 |
| | | % within Integration | 0.0% | 0.7% | 0.0% | 0.0% | 0.3% |
| | Lebanon | Count | 0 | 1 | 0 | 0 | 1 |
| | | % within Integration | 0.0% | 0.7% | 0.0% | 0.0% | 0.3% |
| | Romania | Count | 47 | 65 | 5 | 3 | 120 |
| | | % within Integration | 34.1% | 43.6% | 71.4% | 21.4% | 39.0% |
| | Sweden | Count | 37 | 19 | 0 | 4 | 60 |
| | | % within Integration | 26.8% | 12.8% | 0.0% | 28.6% | 19.5% |
| | Turkey | Count | 5 | 2 | 0 | 0 | 7 |
| | | % within Integration | 3.6% | 1.3% | 0.0% | 0.0% | 2.3% |
| | United Kingdom | Count | 3 | 1 | 0 | 0 | 4 |
| | | % within Integration | 2.2% | 0.7% | 0.0% | 0.0% | 1.3% |
| Total | | Count | 138 | 149 | 7 | 14 | 308 |
| | | % within Integration | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table 12: Current country of stability * Integration Cross tabulation

The chi-square test results show that the value of Pearson's Chi square is 52.193 and p-value is 0.040 which is less than 0.05 (pre-determined level of significance). So, we conclude that the two variables country of settlement and attending language and cultural classes are associated with each other. This means that attending any kind of language and cultural classes is dependent on the country people are settled in.

Table 13: Chi-Square Tests

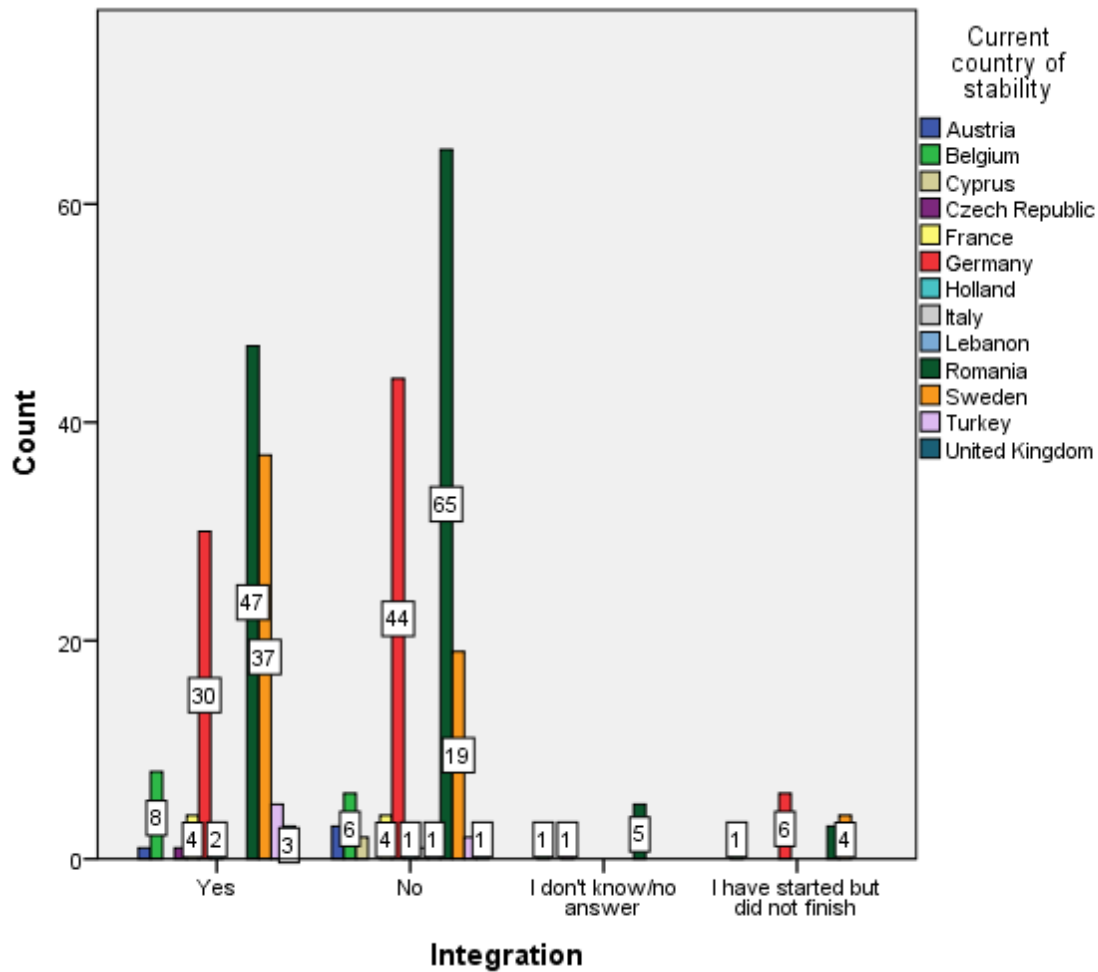| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 52.193a | 36 | .040 |
| Likelihood Ratio | 43.097 | 36 | .194 |
| Linear-by-Linear Association | 2.761 | 1 | .097 |
| N of Valid Cases | 308 | | |
| a. 43 cells (82.7%) have expected count less than 5. The minimum expected count is .02. | | | |

Figure 6: Integration related to current country of stability

## IV.  CONCLUSION

After presenting the results of our analysis we can conclude that integration is one of the most debatable issues studied until now, as the refugees and migrants as the refugees still find gaps in integrating into the host communities.In our research paper we tried to highlight and test a small sample of respondents based on real experience and focusing on common difficulties faced by the newcomers. As mentioned previously education can play an important role in integrating the refugees and migrants and make sure they are getting fair opportunities to access to educational programs and platforms to strengthen our data presentation we figured out that the best statistical method to be used is the Pearson's chi-square where we related two variables to study and analyze the relation between integration and education. As an added value to the research project that was conducted online, another important part will be taking place which is settling up face to face interviews with the refugees and migrants.

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